

## Communication Department Writing Assessment

### Learning outcome:

**Students will attain a superior level of competency in written communication.** – Each student will be able to demonstrate (1) a clear focus/thesis aimed at fulfilling the needs of a specific audience (2) fully-developed content supported by sound research and analysis (3) logical and well-structured organization (4) effective writing style and (5) appropriate conventions that fit the writing purpose.

**Means of Assessment:** Each student will submit two items, one a job application letter and the other a persuasive or analytical essay. Writing Competency will be assessed according to this rubric.

Characteristics	Excellent (5 - 6)	Satisfactory (3 - 4)	Unsatisfactory (<3)	Score
<b>Focus</b> • focus/thesis sustains a clear and compelling purpose	<ul style="list-style-type: none"> <li>• focus/thesis is distinct</li> <li>• focus/thesis is compelling and reflects an awareness of alternative points of view</li> </ul>	<ul style="list-style-type: none"> <li>• focus/thesis is insufficiently complex</li> <li>• focus/thesis reflects a limited awareness of alternative points of view</li> </ul>	<ul style="list-style-type: none"> <li>• focus/thesis is weak</li> <li>• focus/thesis does not reflect an awareness of alternative points of view</li> </ul>	
<b>Content</b> • details are specific to topic • details are relevant to focus • ideas are fully developed	<ul style="list-style-type: none"> <li>• specific and/or illustrative content</li> <li>• ideas are sophisticated and well developed</li> </ul>	<ul style="list-style-type: none"> <li>• content is limited to a listing or mere sequence of ideas without development</li> </ul>	<ul style="list-style-type: none"> <li>• content is superficial or there is an absence of relevant content</li> </ul>	
<b>Organization</b> • logical order or sequence is evident • paragraphs deal with one subject • effective transitions apply within sentences and between paragraphs	<ul style="list-style-type: none"> <li>• logical and appropriate organization is evident</li> <li>• when relevant, argument advances thesis in a progressive and coherent manner</li> </ul>	<ul style="list-style-type: none"> <li>• organization is inconsistent</li> <li>• if applicable, argument is not developed in a sufficiently logical manner</li> </ul>	<ul style="list-style-type: none"> <li>• organization is confused or writing reflects an absence of organization</li> </ul>	
<b>Style</b> • effective word choice • a variety of sentence structures • writing demonstrates an awareness of audience	<ul style="list-style-type: none"> <li>• writing style conveys a keen awareness of audience</li> <li>• rhetorically effective use of sentence structure and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• writing style reflects a limited consideration of audience</li> <li>• vocabulary is appropriate to writing task</li> </ul>	<ul style="list-style-type: none"> <li>• writing style does not reflect a consideration of audience</li> <li>• word choice is limited, inaccurate, or inappropriate</li> </ul>	
<b>Conventions</b> • mechanics, spelling, punctuation • usage (e.g., pronoun references, subject-verb agreement) • sentence completeness • format	<ul style="list-style-type: none"> <li>• few mechanical and usage errors</li> <li>• sentence structure is complex and facilitates comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• mechanical and usage errors do not significantly interfere with the writer's purpose</li> <li>• sentence structure is satisfactory but may have some errors that affect clarity</li> </ul>	<ul style="list-style-type: none"> <li>• mechanical and usage errors seriously interfere with the writer's purpose</li> <li>• sentence structure does not reflect command of parts of speech</li> </ul>	

Student \_\_\_\_\_ Assessor \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_